



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12111542
SAU: MSAD 17
School: Oxford Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

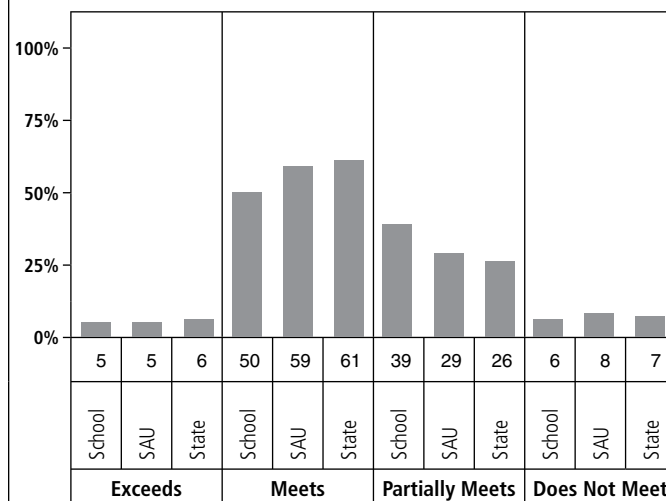
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

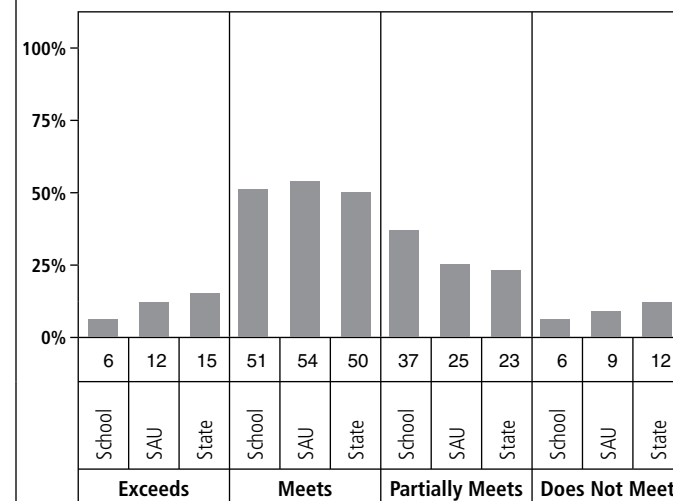
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	540	542	544
2007–2008	535	543	545
2008–2009	545	545	546
Cum. Avg.*	541	543	545
Mathematics			
2006–2007	542	543	546
2007–2008	538	542	546
2008–2009	544	546	547
Cum. Avg.*	542	544	546
Science			
2008–2009 **	539	541	543

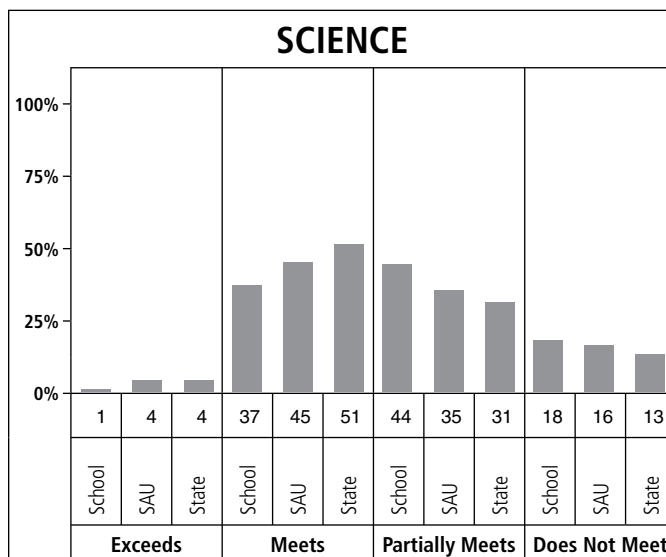
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 5
 SAU: MSAD 17
 School: Oxford Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	71	100	287	100	14212	100	71	100	286	100	14135	100	71	100	286	100	14144	100	71	100	286	100	14137	100
Ethnicity African American/Black	2	3	5	2	397	3	2	100	5	100	388	98	2	100	5	100	393	99	2	100	5	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	4	1	259	2	0	0	4	100	253	98	0	0	4	100	258	100	0	0	4	100	257	99
Hispanic	1	1	4	1	175	1	1	100	4	100	172	99	1	100	4	100	172	99	1	100	4	100	173	99
Caucasian/White	68	96	274	95	13271	93	68	100	273	100	13212	100	68	100	273	100	13211	100	68	100	273	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	14	20	46	16	2479	17	14	100	45	98	2454	100	14	100	45	98	2455	100	14	100	45	98	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	50	70	182	63	5848	41	50	100	181	99	5815	100	50	100	181	99	5819	100	50	100	181	99	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	51	72	209	73	10849	76	53	75	210	73	10872	76	52	73	212	74	10976	77
Identified disability (PET/IEP)	0	0	3	1	298	3	0	0	3	1	307	3	0	0	4	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	2	4	2	1	123	1	2	4	2	1	121	1	2	4	2	1	126	1
Participation with accommodations	15	21	68	24	3122	22	15	21	69	24	3124	22	16	23	67	23	3019	21
Identified disability (PET/IEP)	9	60	33	49	1992	64	11	73	35	51	2000	64	11	69	34	51	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	2	3	84	3	0	0	2	3	86	3	0	0	2	3	81	3
Other	6	40	34	50	907	29	4	27	33	48	886	28	5	31	32	48	826	27
Participation through alternate assessment (PAAP)	5	7	9	3	164	1	3	4	7	2	148	1	3	4	7	2	142	1
Identified disability (PET/IEP)	5	100	9	100	164	100	3	100	7	100	148	100	3	100	7	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	1	0	58	0	0	0	1	0	49	0	0	0	1	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	4	9	3	702	5
	2007-2008	0	0	7	3	659	5
	2008-2009	3	5	13	5	836	6
	Cum. Total*	5	3	29	4	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	20	38	143	51	7730	55
	2007-2008	13	33	122	52	8195	58
	2008-2009	33	50	163	59	8495	61
	Cum. Total*	66	42	428	54	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	21	40	96	35	4182	30
	2007-2008	13	33	80	34	3800	27
	2008-2009	26	39	80	29	3667	26
	Cum. Total*	60	38	256	32	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	9	17	30	11	1419	10
	2007-2008	13	33	27	11	1362	10
	2008-2009	4	6	21	8	973	7
	Cum. Total*	26	17	78	10	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.7	61.9	30.3	63.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.7	61.3	14.8	61.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.1	62.9	15.6	65.0	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	66	3	5	33	50	26	39	4	6	545	277	5	59	29	8	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	2										5	20	60	20	0	550	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										4						252	11	58	21	11	547
Hispanic	1										4						166	4	54	32	10	543
Caucasian/White	63	3	5	31	49	25	40	4	6	544	264	5	58	30	8	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	4	44	2	22	538	36	0	22	39	39	534	2290	0	29	47	23	537
No	57	3	5	30	53	22	39	2	4	546	241	5	64	27	3	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	66	3	5	33	50	26	39	4	6	545	277	5	59	29	8	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	45	2	4	20	44	20	44	3	7	544	172	3	50	36	11	543	5716	2	51	35	12	542
No	21	1	5	13	62	6	29	1	5	546	105	8	73	17	2	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	66	3	5	33	50	26	39	4	6	545	277	5	59	29	8	545	13963	6	61	26	7	546
Gender																						
Female	25	1	4	13	52	9	36	2	8	545	116	7	54	34	5	546	6882	8	62	24	6	547
Male	41	2	5	20	49	17	41	2	5	544	161	3	62	25	9	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	66	3	5	33	50	26	39	4	6	545	277	5	59	29	8	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	2										17	24	76	0	0	556	450	26	72	2	0	557
No	64	3	5	31	48	26	41	4	6	544	260	3	58	31	8	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										3	0	38	25	38	538	4	2	40	34	24	540
B. less than one hour	73	2	4	23	48	20	42	3	6	544	74	4	58	32	6	545	70	6	63	26	6	546
C. one to two hours	24	1	6	10	63	5	31	0	0	548	21	8	66	19	7	547	24	7	61	26	6	546
D. more than two hours	3	0	0	0	0	1	50	1	50	532	2	0	50	33	17	543	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	2	10	14	67	4	19	1	5	548	39	7	71	15	6	548	36	10	67	18	5	549
B. good	52	1	3	17	50	15	44	1	3	544	41	4	58	34	4	545	47	5	62	27	6	546
C. fair	14	0	0	1	11	7	78	1	11	537	18	2	35	49	14	540	15	2	47	40	12	541
D. poor	3	0	0	1	50	0	0	1	50	539	3	0	43	29	29	540	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	36	2	8	10	42	11	46	1	4	545	37	10	61	23	6	548	31	9	65	20	5	548
B. They match some of what I have learned.	47	1	3	18	58	11	35	1	3	546	49	2	60	31	6	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	15	0	0	5	50	4	40	1	10	543	11	0	48	39	13	541	10	3	45	38	14	542
D. There is no match.	2	0	0	0	0	0	0	1	100	524	3	0	38	25	38	537	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	12	1	13	2	25	5	63	0	0	543	9	12	36	36	16	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	78	2	4	28	55	19	37	2	4	545	67	4	59	32	5	545	64	7	63	25	5	547
C. easier than my regular schoolwork	9	0	0	3	50	1	17	2	33	540	24	3	68	18	11	546	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	2	29	4	57	1	14	537	8	0	27	50	23	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	64	1	2	20	49	18	44	2	5	544	49	1	55	36	8	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	25	2	13	11	69	2	13	1	6	550	42	10	69	17	4	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	18	1	8	8	67	3	25	0	0	549	24	6	67	19	7	547	20	10	64	21	5	548
B. 20 minutes to an hour	64	2	5	20	48	17	40	3	7	544	61	5	57	31	7	545	56	7	65	24	5	547
C. less than 20 minutes	14	0	0	5	56	3	33	1	11	543	8	0	57	33	10	543	10	3	52	33	12	543
D. I rarely read at home.	5	0	0	0	0	3	100	0	0	536	8	0	43	43	14	541	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	10	0	0	2	33	3	50	1	17	540	18	0	50	38	13	543	25	3	53	33	11	543
B. six to ten pages	15	0	0	4	44	3	33	2	22	541	23	3	53	30	13	544	26	6	61	26	7	546
C. eleven or more pages	75	3	7	24	52	18	39	1	2	546	59	7	63	25	4	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										50	0	100	0	0	555						
B.	0										17	0	100	0	0	544						
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	540	33	0	0	100	0	536						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	3	6	23	8	1711	12
	2007-2008	0	0	7	3	1617	12
	2008-2009	4	6	34	12	2119	15
	Cum. Total*	7	4	64	8	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	25	48	122	44	6778	48
	2007-2008	18	46	120	51	7284	52
	2008-2009	35	51	151	54	7046	50
	Cum. Total*	78	49	393	50	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	14	27	93	33	3884	28
	2007-2008	7	18	68	29	3341	24
	2008-2009	25	37	69	25	3193	23
	Cum. Total*	46	29	230	29	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	10	19	40	14	1683	12
	2007-2008	14	36	41	17	1778	13
	2008-2009	4	6	25	9	1638	12
	Cum. Total*	28	18	106	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	23.6	49.2	25.2	52.5	25.5	53.1
A. Number	18	38	8.9	49.4	9.6	53.3	9.8	54.4
B. Data	10	21	5.3	53.0	5.1	51.0	5.2	52.0
C. Geometry	10	21	4.5	45.0	5.1	51.0	4.7	47.0
D. Algebra	10	21	4.8	48.0	5.5	55.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	4	6	35	51	25	37	4	6	544	279	12	54	25	9	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	2										5	20	60	20	0	552	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										4						257	19	50	20	12	548
Hispanic	1										4						166	9	43	31	17	543
Caucasian/White	65	4	6	33	51	24	37	4	6	544	266	12	53	25	9	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	5	45	5	45	1	9	540	38	0	39	42	18	536	2307	3	32	32	33	536
No	57	4	7	30	53	20	35	3	5	545	241	14	56	22	7	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	68	4	6	35	51	25	37	4	6	544	279	12	54	25	9	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	47	4	9	23	49	16	34	4	9	544	174	8	52	26	13	544	5731	7	46	29	18	542
No	21	0	0	12	57	9	43	0	0	545	105	19	57	22	2	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	68	4	6	35	51	25	37	4	6	544	279	12	54	25	9	546	13988	15	50	23	12	547
Gender																						
Female	25	1	4	14	56	9	36	1	4	545	116	9	55	27	9	545	6889	14	51	23	12	546
Male	43	3	7	21	49	16	37	3	7	544	163	15	53	23	9	547	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	68	4	6	35	51	25	37	4	6	544	279	12	54	25	9	546	12078	17	52	21	10	548
Gifted/talented program																						
Yes	2										17	76	24	0	0	566	450	64	34	2	0	564
No	66	2	3	35	53	25	38	4	6	544	262	8	56	26	10	545	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										3	13	25	13	50	535	4	8	38	26	28	539
B. less than one hour	74	3	6	23	46	23	46	1	2	544	74	13	52	28	7	547	70	15	52	23	10	547
C. one to two hours	24	1	6	12	75	2	13	1	6	548	21	10	66	15	8	548	24	15	51	23	11	547
D. more than two hours	3	0	0	0	0	0	0	2	100	526	2	0	50	17	33	542	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	3	21	6	43	4	29	1	7	550	29	30	49	15	6	553	34	28	50	14	8	552
B. good	50	1	3	20	59	12	35	1	3	545	46	6	62	25	6	546	45	11	54	24	10	546
C. fair	25	0	0	9	53	8	47	0	0	542	21	2	46	40	12	540	18	3	45	33	19	540
D. poor	4	0	0	0	0	1	33	2	67	529	4	0	50	8	42	537	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	51	2	6	20	57	11	31	2	6	545	47	16	55	21	8	549	38	22	52	19	7	550
B. They match some of what I have learned.	41	2	7	13	46	13	46	0	0	545	38	10	56	28	6	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	7	0	0	2	40	1	20	2	40	535	14	5	47	29	18	539	11	6	40	30	24	540
D. There is no match.	0										1	0	33	0	67	525	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	7	50	5	36	2	14	540	16	9	45	23	23	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	71	2	4	26	54	18	38	2	4	544	66	10	56	27	7	546	64	15	53	23	10	547
C. easier than my regular schoolwork	9	2	33	2	33	2	33	0	0	552	18	24	53	16	6	552	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	1	0	0	0	0	1	100	0	0	540	3	0	56	22	22	540	7	6	39	27	27	539
B. 30–45 minutes	18	1	8	6	50	5	42	0	0	545	18	10	51	29	10	544	28	9	49	28	15	544
C. 45–60 minutes	33	1	5	13	59	7	32	1	5	544	32	10	56	25	8	547	41	17	53	21	9	548
D. more than 60 minutes	48	2	6	15	47	12	38	3	9	544	47	15	53	24	8	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	0	0	1	100	0	0	534	5	7	36	21	36	537	6	14	43	24	20	543
B. two or three days a week	9	0	0	2	33	3	50	1	17	539	17	15	55	26	4	547	24	17	52	21	10	548
C. two or three times each month	30	0	0	10	50	9	45	1	5	543	29	11	48	32	9	545	33	17	52	21	9	548
D. never or almost never	60	4	10	22	55	12	30	2	5	546	49	13	58	21	8	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	0	0	9	38	13	54	2	8	541	32	9	47	32	11	544	23	13	47	26	15	545
B. two or three days a week	27	1	6	9	50	7	39	1	6	544	32	11	61	22	6	548	31	17	52	21	10	548
C. two or three times each month	18	0	0	10	83	1	8	1	8	546	24	13	57	21	9	547	27	17	52	21	10	548
D. never or almost never	18	3	25	5	42	4	33	0	0	548	12	21	44	24	12	547	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										50	0	100	0	0	547						
B.	0										17	0	0	0	100	528						
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	540	33	0	0	50	50	529						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	1	10	4	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	25	37	125	45	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	30	44	99	35	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	12	18	45	16	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	26.5	55.2	28.1	58.5	29.2	60.8
D. The Physical Setting	24	50	11.9	49.6	12.6	52.5	12.9	53.8
E. The Living Environment	24	50	14.6	60.8	15.5	64.6	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	1	1	25	37	30	44	12	18	539	279	4	45	35	16	541	13995	4	51	31	13	543
Ethnicity																						
African American/Black	2										5	20	40	40	0	546	382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										4						256	5	51	27	17	542
Hispanic	1										4						167	1	40	37	22	539
Caucasian/White	65	1	2	23	35	29	45	12	18	539	266	3	44	36	17	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	5	45	2	18	536	38	0	29	34	37	532	2309	2	29	39	29	536
No	57	1	2	21	37	25	44	10	18	540	241	4	47	36	13	543	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	68	1	1	25	37	30	44	12	18	539	279	4	45	35	16	541	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	47	0	0	19	40	18	38	10	21	538	174	2	36	39	23	538	5729	2	42	37	20	539
No	21	1	5	6	29	12	57	2	10	541	105	7	59	30	5	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	68	1	1	25	37	30	44	12	18	539	279	4	45	35	16	541	13987	4	51	31	13	543
Gender																						
Female	25	1	4	8	32	12	48	4	16	539	116	2	43	36	19	540	6886	4	49	33	14	542
Male	43	0	0	17	40	18	42	8	19	539	163	5	46	35	14	543	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	68	1	1	25	37	30	44	12	18	539	279	4	45	35	16	541	12078	5	55	30	11	544
Gifted/talented program																						
Yes	2										17	18	82	0	0	558	450	25	72	2	1	557
No	66	1	2	23	35	30	45	12	18	538	262	3	42	38	17	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										3	0	25	13	63	532	4	2	37	35	25	538
B. less than one hour	74	0	0	19	38	23	46	8	16	539	74	3	45	37	15	541	70	4	53	31	12	544
C. one to two hours	24	1	6	6	38	6	38	3	19	542	21	7	46	32	15	544	24	5	51	31	12	544
D. more than two hours	3	0	0	0	0	1	50	1	50	523	2	0	50	33	17	539	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	24	0	0	7	44	6	38	3	19	541	27	7	51	26	16	544	26	7	56	26	11	545
B. good	43	0	0	11	38	12	41	6	21	538	44	3	47	38	12	542	53	4	53	31	11	544
C. fair	22	1	7	5	33	8	53	1	7	542	24	2	39	38	21	539	18	2	41	39	17	540
D. poor	12	0	0	2	25	4	50	2	25	533	6	0	25	44	31	535	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	13	0	0	2	22	3	33	4	44	533	18	2	54	20	24	542	23	5	56	28	11	544
B. They match some of what I have learned.	44	0	0	11	37	15	50	4	13	539	41	4	40	43	12	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	29	1	5	10	50	9	45	0	0	545	30	2	52	34	11	542	23	4	49	33	14	543
D. There is no match.	13	0	0	2	22	3	33	4	44	532	11	7	30	30	33	538	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	37	1	4	8	32	12	48	4	16	539	23	8	39	34	19	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	52	0	0	13	37	14	40	8	23	537	58	3	47	35	15	542	58	4	52	32	12	543
C. easier than my regular schoolwork	10	0	0	3	43	4	57	0	0	545	20	2	46	35	17	541	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	10	0	0	2	29	5	71	0	0	542	12	3	36	30	30	537	33	5	51	31	14	543
B. a few times a week	16	0	0	5	45	3	27	3	27	537	54	5	55	31	9	544	45	4	52	32	11	544
C. once a week	7	0	0	3	60	0	0	2	40	536	6	0	41	29	29	538	8	4	50	30	16	542
D. a few times a month	66	1	2	15	34	22	50	6	14	540	28	3	32	45	19	539	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	16	0	0	8	73	3	27	0	0	548	23	3	47	41	9	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	27	0	0	3	17	10	56	5	28	533	31	0	39	37	24	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	37	1	4	10	40	12	48	2	8	541	28	9	49	31	12	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	19	0	0	4	31	4	31	5	38	535	18	2	49	29	20	542	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	21	0	0	3	21	7	50	4	29	535	43	3	52	34	12	543	47	4	51	32	12	543
B. a few times a month	27	1	6	5	28	9	50	3	17	540	27	7	37	34	22	541	27	5	54	30	11	544
C. once a month	10	0	0	3	43	3	43	1	14	541	10	0	33	41	26	537	10	5	49	30	15	543
D. never or almost never	42	0	0	14	50	10	36	4	14	540	20	4	48	34	14	542	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	20	0	0	4	31	7	54	2	15	539	43	3	53	35	9	543	46	4	52	32	12	543
B. a few times a month	21	0	0	5	36	5	36	4	29	538	25	4	43	32	20	542	28	5	53	30	12	544
C. once a month	21	0	0	4	29	8	57	2	14	537	11	0	20	50	30	533	11	4	47	34	15	542
D. never or almost never	38	1	4	12	48	8	32	4	16	541	21	7	47	26	19	543	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										50	0	67	33	0	545						
B.	0										17	0	0	100	0	538						
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	536	33	0	0	50	50	525						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number